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ABSTRACT

The guide contains classroom activities and instructional techniques to be used in implementing the first-year core Latin language curriculum for Georgia's public schools. Activities are correlated with goals and objectives specified in the state curriculum. Each provides information and directions for teachers and/or students and includes suggestions for evaluation. Introductory sections discuss the philosophy of foreign language education, the planning process for learner-centered foreign language instruction, and suggestions for promoting students' cognitive awareness in the classroom. A series of classroom activity units follows. Each unit contains a brief text on the topic, ideas for class activities, a list of resources, and a brief bibliography. Topics, all related to Roman civilization, include architecture, entertainment, clothing, family, the Roman Forum, Roman history, housing, and religion. A bibliography of print, nonprint, and computer resources for instruction is included. (MSE)

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Latin I

Resource Guide

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LATIN I

RESOURCE GUIDE

LATIN I Course Number: 61.041

Division of Curriculum and Instruction
Office of Instructional Services
Georgia Department of Education
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Introduction to the Latin I Resource Guide

In the Latin I Resource Guide several cultural and historical aspects of Latin are presented as supplementary materials, particularly for the use of new teachers. Each topic includes specific content and facts that may contribute to classroom presentations. Activities for the Latin I classroom are also suggested. Finally, materials with related reading passages taken from original authors are noted.

The writers of this guide intended to provide colleagues with material that can be integrated into the everyday Latin classroom. Topics presented in this guide are found in the Quality Core Curriculum, Function D, Latin, first year. No topic should be viewed as one-dimensional or comprehensive. Teachers are encouraged to adapt these topics to their individual needs.

Because of the variety of Latin textbooks used in Georgia, each reading or activity may have to be supplemented with glossed vocabulary assistance and lexical explanations appropriate for the particular textbook being used. Nonetheless, these readings represent the Quality Core Curriculum's commitment to reaching proficiency in Latin translation and reading.

Philosophy

Learning a foreign language benefits all students. Through learning how to listen, speak, read and write proficiently in a second language, the student develops communicative skills that are necessary within a global society.

With the ever-increasing interdependence of nations, foreign language study is crucial to the global effectiveness of the United States in education, diplomacy, security and economics. It is also vital to our international understanding and cultural awareness of other peoples. Given the economic and political imperatives to be better prepared to function in a multicultural setting, learning another language enables learners not only to communicate with speakers of other languages, but also to understand the cultural perspective of the people and to become more sensitive to cultural diversity within the course of communication.

The ability to communicate effectively in a second language, in combination with training in other disciplines, is a highly desirable aspect of career preparation. The U.S. Department of Labor's Occupational Handbook observes that in the last decade of the 20th century people will have a better opportunity for employment in any profession if they know a second language. The presence of more than 1200

foreign-owned facilities within the state of Georgia, employing more than 85,000 Georgians, signals the necessity of a broader perspective and increased global awareness on the part of all citizens. Moreover, many United States-based firms that are heavily involved in international business maintain their headquarters in Georgia. There exists, therefore, a multinational presence within the state that will continue to need Georgians prepared to work within an international context.

While there are clear national imperatives that relate to language study, there are also many personal benefits that accrue as a result of the investment in learning another language. Language students improve study skills as they learn better how to organize, attend to detail, memorize, take notes, spell and develop review techniques. Furthermore, foreign language study provides a vehicle for exercising and extending such cognitive functions as analysis, discrimination, inference, induction and reconstruction. Consequently, the student is able to apply these cognitive functions to other areas with greater facility and insight. Foreign language study also provides a frame of reference for problem solving and for coping and interacting with other lifestyles and peoples. Continued foreign language study enables students to go beyond functional tasks -- to wonder, to imagine, to create, to

decide what is good, enjoyable and necessary for their own lives.

As a result of skills acquired through their language-learning experience, foreign language students perform better than other students on college entrance examinations and other standardized tests. They also generally perform better in classes of English and mathematics than their peers who have never studied another language. Students can gain greater insights into the workings of their native language through seeing its relationship to another language. Enhanced understanding of English grammar and vocabulary is a direct benefit of foreign language study. In the same manner, the skill of analysis, whether an intentional or a subliminal aspect of language study, provides students with a vital key to the understanding of higher-level mathematics.

For students to develop a real, functional use of a second language, they must devote at least five to seven years to language learning. Such an experience is most effective if begun at an early age when children are acknowledged masters of language acquisition. Students should have the opportunity to learn foreign languages as early as possible, even from the first year of school, and for as long as possible.

For Georgia's youth to be prepared to function within the developing global society, they must be provided a

curriculum that enables them to use a second language for effective communication in real-life situations. Therefore, classroom activities and assessment techniques should reflect the practical applications of language usage. The Georgia Board of Education has adopted the foreign language component of the Quality Core Curriculum as its mandated direction for foreign language instruction in Georgia's classrooms. Through its implementation, our students will be taking one of their biggest steps toward becoming globally literate citizens.

The Planning Process in Learner-Centered Foreign Language Instruction

From the Classroom to the QCC and Back

Many components have to be brought together to allow successful learning and teaching to take place. The following short guide for planning instruction is designed as a model in the organization of these components. Whatever the planning process chosen by the teacher -- and there is no one exclusively correct method -- there are two basic premises.

1. The nature of the learner, the nature of the teacher and the time allocated to foreign language learning are essential considerations.

2. The interaction between the learner and the teacher in the classroom is crucial to language learning. The teacher is responsible for the planning and the implementing the foreign language program; the learners carry the results of the classroom experience into their future.

The Profile of the Learners

gain awareness
of other lifestyles
and cultures

gain satisfaction
from learning
a second language

feel confident
about using the
second language

see the purpose in
what they are doing

use the second
language to
communicate real
information

T H E

talk in the second
language to each
other as well as
to the teacher

ask questions
and make comments
as well as
respond

L E A R N E R S

use the second
language to ask
for help or
explanation

understand the
second language
for instruction
and explanations

receive information
about their own
progress

The Profile of the Teacher

understands the aim of the curriculum

takes account of how students learn effectively in classroom

builds students' confidence in using the second language

T H E

creates a proper environment in the classroom through posters, maps, realia

helps the students see purpose of what they're doing

T E A C H E R

does not inhibit students' desire to communicate by overemphasizing correct language

devises communicative situations in which students can practice language use

creates "real-life" situations in class

increases opportunities for students to interact by planning activities involving groups and pairs

uses the second language as much as possible for classroom management

uses material that appeals to young people

keeps students informed about their own progress

The Performance Planning Cycle

LANGUAGE

known vocabulary
learn new vocabulary
known grammar
learn new grammar

MATERIALS

pictures
slides
films
tapes
songs
dialogues
charts
stories

STUDENTS' PERFORMANCE

SKILLS

listening
speaking
reading
writing

ACTIVITIES

individual
pair
group
whole class

EVALUATION

oral testing
written testing

The purpose of all planning and teaching is to enable the learners to function confidently in the target language, according to their ability and appropriate to the time spent on task.

There are five basic principles to consider in the learners' progress toward a satisfactory performance level in the language.

1. Language - Students progress from the known language to the new language, which includes grammar and vocabulary.

2. Skills - They are integrated as naturally as possible. Culture is expressed by language; it is not a skill.

3. Materials - They are as authentic and as lively as possible. The textbook should be the resource for only a part of the teaching time. The remainder is used for materials that the learners and the teacher bring to class, including human resources (native speakers, field trips, exchange students).

4. Activities - They vary frequently and require different classroom configurations (see Performance Planning Cycle).

5. Evaluations - Only what is taught will be tested, and evaluation will be accomplished in various imaginative ways. Oral testing becomes more important, because oral performance in the target language is the norm rather than the exception.

Planning: From the Yearly Program to the Individual Lesson

The Year

The Quality Core Curriculum (QCC) determines the minimum content for each year, according to the level of the learners.

The teacher, who knows the learners' abilities, can determine whether additional topics should be planned and taught. Generally the textbook should not determine the scope and sequence for one year's work. Authors, by the very nature of the textbook writing process, have an ideal learner in mind or have based the text on a group of learners familiar to them but who may have little in common with the learners at another school. For this reason, among others, the QCC was developed by experienced teachers in the state of Georgia.

The extent to which a teacher exceeds the requirements of the Quality Core Curriculum is ultimately the decision of the individual, keeping in mind the capabilities of the learners. Although the responsibility for such an important decision may be viewed as a problem, it may also be regarded as a privilege to be exercised gladly. Whatever the decision, it is the teacher who must ensure that the needs of the learners are met, so that the learning experience is satisfactory.

The Topic (the unit of the course)

Again, the teacher must determine whether the unit of the course meets the QCC requirements and what the goals are for the learners. The following questions will be helpful in evaluating the effectiveness of the topic.

1. Is the vocabulary age-appropriate and recent? Are there too many new items? What is the active vocabulary? What is the passive vocabulary?
2. Is the cultural information current and learner-relevant?
3. Are there enough activities and exercises for all four skills (listening, speaking, reading, and writing)?
4. Is grammar dealt with in a way that clarifies its supportive nature to the learner?
5. Are there exercises for the learners to work in pairs and small groups?
6. Are there ideas for tests that reflect the teaching emphases and help the learner?
7. Is there listening and reading material for use by individual learners?
8. Is the suggested time frame realistic for the learner?

The Individual Lesson Plan

Format: Warm up

Overview

Presentation of new material

Practice

Check

Possibly homework

Note: In most classrom situations it will be possible to set a fixed appropriate amount of homework. It must be given with clear instructions at the end of the lesson before the class period ends. It must be checked at some time during the lesson, not necessarily always at the beginning of class or at home. The success of foreign language instruction should not be dependent on homework, because such an approach excludes too many learners.

The foreign language lesson takes place in the target language. If the use of English seems necessary, it should be restricted to closely defined areas of instruction. A constant switch between target language and English doesn't give learners a comprehensive example on which they can model their own use of the language.

Warm up

The scene and the tone of the lesson have to be set. It may start with a general conversation on a birthday, a game of football, a new piece of clothing, the weather, a previously learned material, some recent news event, etc. Everyone is involved.

Overview

The teacher focuses on the topic/activity/plan for the lesson; the learner stays involved. Students should to know where the lesson is going and that it has a goal.

Presentation of new material

New material is presented by means of a listening text, picture, video, reading text, teacher story, etc. Teachers should remember that new words do not prevent understanding and that pre-teaching is necessary if the text is too difficult.

Comprehension of newly presented material is checked in the target language through different types of exercises (matching, blanks to fill, questions, etc.).

Practice

The teacher should arrange activities for all skill areas in different classroom configurations for the students to practice the new information and the new vocabulary. Grammar may be taught from examples in an inductive way and practiced with examples made up of known materials. The level of ability of the learners will determine how explicit the explanations of grammar will be; in the early stages of language learning, grammar may often be reduced to lexical items.

Check

The lesson needs a summing-up phase when the learners and the teacher establish whether they have met the goal that was presented in the overview. An effective strategy

for ending a lesson is to introduce very briefly a portion of the next lesson.

The lesson plan presented above is an example that invites variation, because foreign language lessons should never become totally predictable in their sequence. The basic elements are always there, but the learner is kept motivated by being involved in the planning, by being positively reinforced through oral and written encouragement from the teacher (tests) and by being constantly surprised with new variations of the same material.

Suggestions for Teaching the Cognitive Skills

In a nutshell, cognitive learning can be reduced to three aspects: obtaining information, interrelating information and evaluating information (Fisher and Terry, in press). Students have a right to be informed about all three. The term "metacognition" means being aware of one's own thinking processes. Teachers should take every opportunity to help students think through their cognitive processes and feel at ease with the terminology. It is embarrassing that until recently we have not made thinking a legitimate focus in the classroom. Obtaining information in the foreign language class involves the use of all the senses to bring new ideas and experiences to one's cognitive awareness. The following suggestions may be useful in triggering your own ideas.

1. Make the classroom a visual feast to stimulate right-brain learning. Put up pictures with a dramatic content that evoke strong emotional responses; use them to teach an expressive vocabulary, to stimulate creative writing, to inspire a skit. Change them frequently.

2. Keep a bulletin board that is sectioned off to invite student-contributed examples of metaphor, simile, onomatopoeia, alliteration and puns in the target language. Students place their examples under the proper heading and gain experience in classifying.

3. Keep maps -- world, regional, city -- on the walls or ceiling for ready access when locating the action of an event or reading passage.

4. Display ads in the target language that contain logical fallacies: false analogies, innuendo, stereotyping, loaded words and examples of bandwagon appeals. Use them as a springboard to discuss faulty reasoning.

5. Create a cartoon corner with examples of humor clipped from foreign magazines; analyze the responses of the class members as to what makes a particular cartoon funny -- or a flop. Post original cartoons drawn by your students. Provide wordless cartoons and invite students to create the captions.

6. Every day put the lesson plan for each period on the board in skeletal form; it will help students see the structure undergirding their learning activities.

7. Find every possible reason for displaying student-created drawings and sketches. Use them to cue pattern drills, to establish in-group jokes, to capture and reshape the essence of a shared class experience.

8. Unleash your spatial creativity by hanging displays, mobile-fashion, from the ceiling. Movable components that stir gently in currents of air show how perspectives can change.

9. Use the ceiling itself: Put the whole solar system over your students' heads; or focus in on constellations of stars with their designations in the target language; run the trunk of a paper tree up one wall and spread its branches over the ceiling -- then populate it with flocks of birds to be identified, and animals of forest and jungle. Perch a particularly ominous creature directly over the desk of the class clown.

10. Set aside wall space for a permanent "newspaper" to publish poems, artwork, paragraphs, editorials, news items and letters of students from all levels of the language you teach. Run a contest to come up with the best design for the masthead and wittiest logo.

11. Post the lyrics of a "song of the week" in a prominent place; keep a tape of the song playing softly in the background as students enter the classroom; take 10 minutes midweek to teach the song to your students -- they'll develop a rich repertoire of music to share.

12. Think three dimensionally. Stand an old coatrack in one corner with an irresistible assortment of odd headgear, jackets, wrap-around skirts, cloaks and umbrellas to help students establish new identities when role-playing.

13. Make sure there are real plants with flowers abloom in your room, just for the sheer aesthetic pleasure of the color and fragrance they provide. Grow an array of herbs in pots to offer interesting textures and odors and to provoke discussions of good things to eat.

14. Above all, keep in mind that where language-learning is the goal, a visually stimulating classroom is not an option, it is a requisite. It supplies images and models -- both print and nonprint -- that motivate students to speak spontaneously; it helps students develop their powers of observation (try adding a new visual in an unlikely area of the room and see how many students can spy it by the end of the class); and it visually reinforces points of target culture.

15. Information is also obtained in the foreign language classroom through listening. Assuming that students cannot produce the correct sounds of the target language if they cannot hear them, turn minimal pair exercises into listening games and give students plenty of opportunity to "play."

16. Teach them the clues that native speakers listen for in a stream or oral language to help distinguish person, number, gender and tense.

17. If you live in an area where there is a sizable population of native speakers, invent listening assignments in which your students are sent to public places to eavesdrop discreetly on conversations and bring back linguistic discoveries to share: a new vocabulary word, an interesting idiom, an angry retort, something funny that made everyone laugh.

18. Bring guest speakers into the class (in the flesh or on film) and help your students become comfortable with listening for the gist -- the audio equivalent of skimming and scanning.

19. Capitalize on the compelling human response to story by telling anecdotes, folktales and ghost stories; let your students convert the listening experience into another form -- a picture, a dramatic enactment, a poem, a dance.

20. Write audio-motor units to teach oral language and culture through physical response to commands. Make sure that the tape has fascinating background sounds to help establish the dramatic situation.

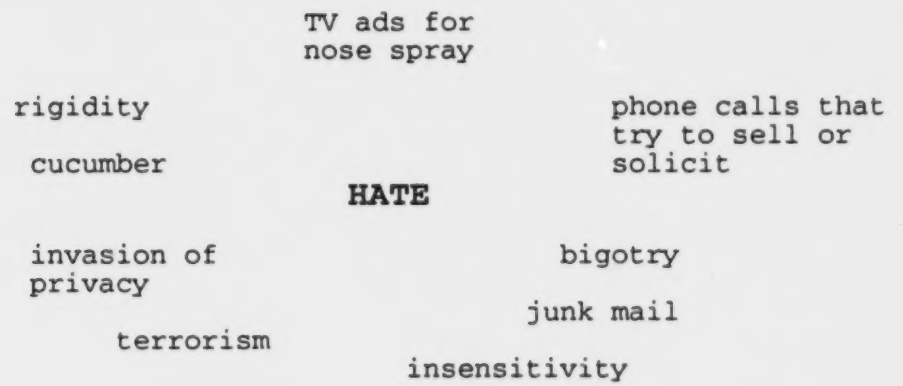
21. Buy commercially prepared tapes of the sounds of nature (waves crashing, bird calls, the song of whales). Use them to establish an atmosphere for exercises calling for synthesizing, associating and intuitive problem solving. Find tapes that help students identify the paralinguistic features that reveal anger, sarcasm, hostility, joy.

22. Ask your students to make their own tapes of interesting sounds -- a cricket chirping, the wail of an ambulance, a church organ. Then ask class members to identify what they hear -- a wonderful way to motivate vocabulary learning while providing for creative involvement of students.

The second aspect of cognitive learning, <u>interrelating information</u>, can be enhanced through specific techniques. Curtain and Pesola (1988, pp. 102-112) give excellent examples of how a Foreign Language in the Elementary School teacher can use "thematic webbing" to provide holistic instruction and tie the content of the foreign language class to other areas of the school curriculum. Using the theme of bears, for instance, they suggest activities ranging from creating a year time line tracing the bear's cycle of hibernation and activity (science) to making puppets and enacting a story about bears (art and dramatics). They also show how the use of Venn diagrams can help even the youngest language learner to become aware of differences and similarities, and how children can participate in graphing activities to gain experience in classifying and counting.

Another technique, the "semantic cluster," helps students to see relationships among ideas. The teacher gives the class a topic, which the student writes in the

center of a piece of paper. Then, for only a minute or two, the students begin to free-associate words, phrases, images and emotions that are called to mind by the topic. They are written randomly around the central word, encircled and connected to the stimulus word by lines to produce the semantic cluster.



The teacher can put a semantic cluster on the overhead projector and ask students to look for interrelationships. In the above example, it might be seen that tasteless TV ads, unwanted phone calls and junk mail are all invasions of privacy, while rigidity, bigotry and terrorism have definite links to insensitivity -- and so does invasion of privacy. Only the cucumbers are left unaffiliated in this semantic cluster, and a student wit is sure to invent a semi-plausible interrelation.

A classic source for practice in interrelating ideas is the analogy. Foreign language teachers at the middle school

level and above can help students connect words with their meanings through the use of analogies. Teach the traditional format of the analogy as used in the SAT (A:B :: C:D). Gradually introduce, with plenty of examples in the target language, the main categories of analogies (Bencich, et al., pp. 5-6).

a.	synonyms	cheat : deceive :: trust : believe
b.	antonyms	cut : bind :: destroy : build
c.	abstract to concrete	patriotism : flag :: death : coffin
d.	cause and effect	rain : growth :: sun : heat
e.	degree of intensity	big : colossal :: dark : ebony
f.	class to species	car : Volvo :: dog : Doberman
g.	part to whole	window : house :: zipper : pants
h.	use	hammer : nail :: scissors : cloth
i.	large to small	whale : dolphin :: condor : canary

Point out how grammatical clues can be helpful in identifying true analogies: a noun must have a parallel noun, not a verb, for instance.

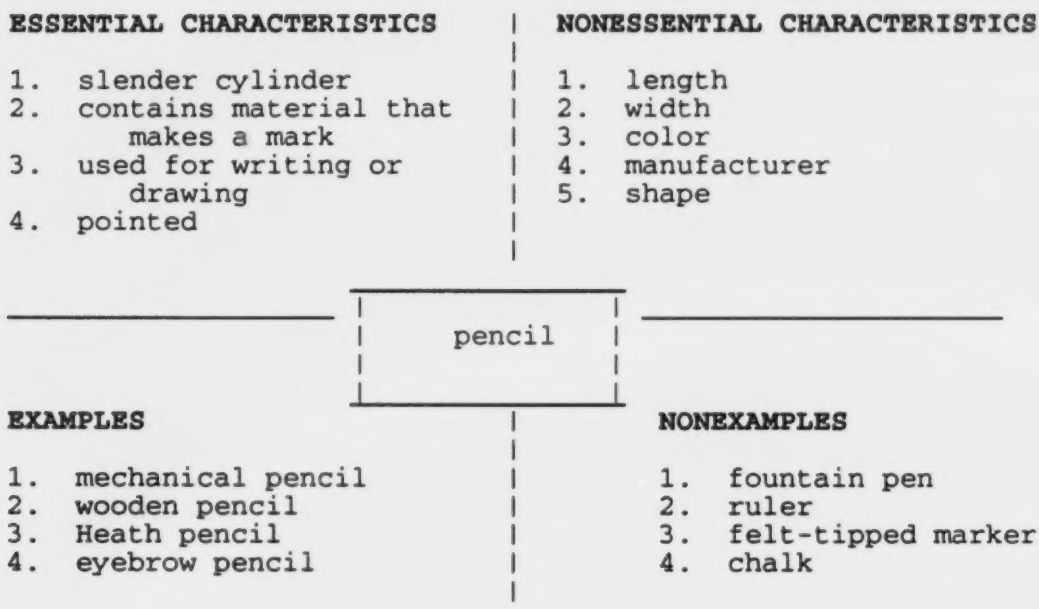
hat : head :: shoe : foot

Have students create their own analogies, using words from present and past vocabulary lessons, and explain their analogy.

Still another technique, known as the Frayer Model (illustrated below), helps students identify the essential characteristics and examples that define a word. It also

adds a new twist by requiring students to list nonessential characteristics and provide nonexamples (Bencich, et al., p. 91).

THE FRAYER MODEL



These and other techniques that help students learn to interrelate information can be adapted for different levels of cognitive development.

The third aspect of cognitive learning, evaluating information, emphasizes critical thinking skills. There could be no better use of class time than helping students develop the ability to think critically about what they see, hear and read in the second language. One caution is essential: When asking questions that call for the use of higher order thinking skills such as analysis, synthesis and evaluation, the teacher must increase the "wait time" for a student response before redirecting the question to another student. Increasing the usual two- to three-second wait to five seconds has been shown to elicit more detailed answers in a student's native language; for an answer in a foreign language, waiting an additional two or three seconds will encourage a more detailed response.

Another possibility is for the teacher to ask an analysis, synthesis or evaluation question to the entire class and let groups of three or four arrive at the answer. A whole-class discussion of all the answers should follow, with the teacher asking students to label the thought processes that have been used (inferring, comparing, generalizing, identifying cause and effect, etc.). Teachers should be careful to ask some questions that have multiple answers or answers open to several interpretations. This

procedure helps students realize that problems do not always have just one solution. It is also important to require students to generate questions themselves, with an emphasis for more advanced students on going beyond the usual knowledge or comprehension level questions. Studies have shown (Eze, 1988) that students who formulate questions that are later used on their own exams have a better attitude toward test-taking and demonstrate higher levels of achievement.

An interesting variation is to give students the answer and ask them to supply the question that elicits that response. This switch on the usual classroom procedure gives students an opportunity to think divergently and sometimes leads to an unexpectedly humorous answer: "9-'W'"? The question is, as every American student of German will know, "Does your name begin with a 'V,' Herr Wagner?"

In both reading and listening activities, teachers can assist students sharpen their critical thinking skills. Being able to identify the main idea of a paragraph or an oral presentation takes practice; ferreting out the supporting details requires even more experience. Students need help in learning how to judge logical consistency. They also need help in making inferences as they read or listen and help in evaluating the accuracy of the implied but not directly stated idea. Awareness of an author's or

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Roman Architecture

Architectural Elements

The Romans borrowed the three orders of columns -- Doric, Ionic and Corinthian -- from the Greeks. Of these three, the Romans preferred the ornate Corinthian order. They also developed the Composite style by combining the Ionic scrolls and the Corinthian acanthus leaves. Reproductions of these columns are found in many Southern antebellum homes. In Washington, D.C., the Lincoln Memorial has Doric columns; the U.S. Capitol has Corinthian columns; the White House has Ionic columns.

The Romans borrowed the arch and the vault from the Etruscans. Their use ranged from the practical, in bridges and aqueducts, to the decorative, in the triumphal arch. This type of decorative arch is found in the Arc de Triomphe in Paris.

The best known example of the dome, a hemispherical vault, is the dome of the Pantheon, located in the heart of Rome. The Jefferson Memorial in Washington, D.C., was influenced by the Roman use of the dome.

Materials

Although many materials were used in Roman buildings, the most typical was concrete containing the volcanic material pozzolana. This relatively inexpensive and easily

manageable building material allowed the Romans to achieve their feats of engineering. The concrete was decorated with marble, brick, pebbles, stucco or plaster.

Examples of Roman Architecture

Eleven aqueducts were in use in Imperial Rome. The first, built by Appius Claudius in 312 B.C., the Aqua Appia, was underground. Others, like the Aqua Claudia, used arches to bring the water to the city. The Aqua Claudia had arches supporting 9½ miles of its 46-mile length. In France, near Nimes, the Pont du Gard demonstrates the Romans' ability to create a utilitarian and aesthetically pleasing marvel of engineering. This aqueduct supplied each inhabitant of Nimes with 100 gallons of water each day.

The Arch of Constantine, a triumphal arch, was built to commemorate Constantine's victory over Maxentius at the Mulvian Bridge. Some of the decorative sculptures on it were "borrowed" from earlier monuments. The sculptures of Constantine's era are of inferior workmanship.

The Pantheon, the temple of all gods, was originally built by Marcus Agrippa but completely restored by Hadrian in A.D. 125. Its dome is one of the major achievements of Roman architecture. It measures 142 feet in diameter and 142 feet in height.

The Colosseum, the Flavian Amphitheatre, was begun by Vespasian in A.D. 70 and dedicated by Titus in A.D. 80. An

elaborate system of substructures and corridors lies underneath the arena. There were four levels of seats, and a spectator's ticket indicated which gate led to his seat. The exterior was decorated with Ionic, Doric and Corinthian columns that flanked arches. A system of awnings could be used to protect the spectators from the sun.

Ideas for Activities

Students identify classical elements in examples of architecture shown by the teacher. (Examples of Roman influences in local architecture should be used where possible.)

Students create a model of a famous structure such as the Pantheon, the Colosseum, an aqueduct, a Roman temple, etc.

Students research a style of architecture influenced by classical forms, such as Renaissance, Neo-Classicism or Classical Revival.

Students make a poster or bulletin board to display pictures or photographs of local architecture with classical elements.

Students read and report about Vitruvius and his writings about architecture or about Frontinus and his writings about aqueducts.

Students create a seating plan of the Colosseum's cavea and make tickets for various seats at an event to be held there.

Suggested Resources

Davis, W. S. A Day in Old Rome: A Picture of Roman Life. Atlanta: Allyn and Bacon, 1925.

De la Croix, H. and Tansay, R. G. Gardener's Art Through the Ages. Atlanta: Harcourt, Brace and World Inc., 1970.

Hadas, M. Imperial Rome. New York: Time Inc., 1965.

Huyghe, R., ed. Larousse Encyclopedia of Prehistoric and Ancient Art. New York: Prometheus Press, 1962.

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Roman Entertainment

Chariot Races (Ludi Circenses)

Chariot races were held in a circus, a race track for chariot races. Although there were five or six in Imperial Rome, the Circus Maximus, located between the Palatine and Aventine hills, was the oldest and largest, seating 250,000 spectators. It was approximately 200 yards wide and 600 yards long. The spina was the wall running down the center of the Circus Maximus; it was four feet high and 12 feet wide. On it were two obelisks, small temples, the underground altar of Consus, statues, seven wooden eggs and seven bronze dolphins to mark the laps. The spectators' seats were known as cavea. The posts that marked the turns were called metae. Races began at the starting gates, carceres. The porta triumphalis was the gate at the curved end of the circus.

Events

A typical day's events included the pompa, a parade from the Capitoline, through the Forum to the Circus and once around the track. In this parade were the magistrates giving the games, images of the gods, priests and musicians. The races began with the dropping of a handkerchief. Each race was seven laps, or about six miles. During the time of Augustus, a chariot race consisted of 10 to 12 heats in one

day, but these increased to as many as 24 heats during the reign of Caligula.

Participants

The charioteers were the aurigae. They belonged to factiones, or racing syndicates. The two original factiones were the red and the white; later, the green and the blue were added. The quadriga was a four-horse chariot. Although the quadriga was the most common, sometimes bigae (two-horse chariots) and trigae (three-horse chariots) were used. The aurigae carried a dagger to cut the reins wrapped around their waist in case of an accident.

Gladiatorial Games (Munera Gladiatorum)

The first gladiatorial games were the funeral games of Marcus Brutus in 264 B.C. For another century and a half, these games kept their funeral significance. During the Republic, a politician, perhaps an aedile, could secure his popularity by giving these games.

The first permanent amphitheatre was built in 29 B.C., but it was later destroyed by fire. It is said that it was actually two theatres that could be turned to face each other across an arena, hence the name "amphi-(two)-theatre." The most famous amphitheatre in Rome was the Flavian Amphitheatre, or the Colosseum, begun by Vespasian and dedicated in A.D. 80 by Titus. It was constructed on the

site of the lake in the garden of Nero's Golden House. It could hold 50,000 spectators.

Just like the other types of public entertainment, the gladiatorial games were presented by an official who wanted to gain popularity.

Events

The games lasted from dawn to dusk. The order of events included criminales ad bestias, venatio (hunt), gladiatores meridiani (condemned prisoners forced to kill each other), pompa (parade), prolusio (mock battle with wooden swords) and actual combat.

Participants

The editor was the person who gave the games, and the gladiators were trained by a lanista. Samnite was the earliest type of gladiator, heavily armed with a visored helmet, a shield (scutum), a sword (spatha) and greaves on the left leg only. The Thrax gladiator was lightly armed with a round shield (parma) and a curved sword (sica), and helmet and a pair of greaves. The Retiarius wielded a net and a three-pronged spear. The Myrmillo was armed as a Gaul, with a short sword, a shield and a helmet with a fish decoration. The Essedarius was a charioteer, lightly armed, who drove a two-wheeled chariot pulled by two horses. Gladiatorial games were stopped by Honorius in A.D. 404.

Theatrical Productions (Ludi Scaenici)

Plays were first given in Rome in the circus or on temporary wooden stages that could be disassembled after each performance. The first permanent theatre was the Theatre of Pompey, dedicated in the Campus Martius in 55 B.C. According to Pliny, it could hold 40,000 spectators. The two other theatres in Rome were the Theatre of Balbus (A.D. 13) and the Theatre of Marcellus (A.D. 13).

The stage represented a street. Its backdrop depicted house fronts. As there was no change of scenery, the action took place on this street that led to town (on the right) and to the harbor (on the left). Special parts of the stage were the scaena (the back wall of the stage), the proscaenium (the actual stage or platform), the cavea (seating for spectators) and the orchestra (a semicircular area with seats for senators).

Presentations

Plays were given at festivals, primarily the Ludi Megalenses (April 4-10), the Ludi Apollinares (July 6-13), the Ludi Romani (September 5-19) and the Ludi Plebeii (November 4-17).

Aediles were responsible for giving the presentations and contracted with a dominus who was in charge of an acting group. Performances took place in the daytime, generally before 3 p.m. Romans loved spectacles, and to please the

crowd, such props as 600 mules and a house burning down were used on stage.

Drama became less popular than mime and pantomime on stage. Drama written after the time of Nero was usually meant to be read to an audience rather than acted.

Playwrights

Comedy and tragedy were introduced to Rome in the third century B.C. through Latin translations of Greek works. Quintus Ennius, frequently called the father of Roman poetry, is credited with the importance of tragedy in early Latin literature. The greatest writers of comedy were Plautus (ca. 254-184 B.C.) and Terence (ca. 185-161 B.C.). Of their works, six plays of Terence and 21 plays of Plautus have survived. Seneca the Younger (ca. 4 B.C.-A.D. 65), Nero's tutor, wrote tragedies. This Stoic philosopher was forced to commit suicide after taking part in the Piso Conspiracy to kill Nero.

Unit Questions

These unit questions may be used with the answers as a student study guide or without the answers as a worksheet. Teachers will notice that some of these questions require information not presented in the unit; they are added to this list to prompt students in independent study and readings.

1. What was the seating capacity of the Circus Maximus? about 250,000
2. How many racing *factiones* were there? four
3. What was the parade that preceded the chariot races? pompa
4. Between what two hills was the Circus Maximus located? Palantine and Aventine
5. In whose honor were the chariot races held? the gods
6. What were the *carceres*? starting gates
7. What were the two types of lap markers in the Circus Maximus? eggs and dolphins
8. How many horses usually pulled the chariots during a race? four
9. What were the two original *factiones*? red and white
10. Who were the *aurigae*? charioteers
11. What were the dimensions of the Circus Maximus? 200 yards by 600 yards
12. What was the wall in the center of the Circus called? spina
13. What was a chariot pulled by four horses? quadriga
14. Why did charioteers carry a dagger? to cut the reins in case of accidents

15.	What did a Roman do in a cavea?	sit and watch
16.	What were the metae?	turning posts
17.	Why were the symbols of Castor and Pollux (eggs) and of Neptune (dolphin) chosen as lap markers of the circus?	They were gods associated with horses.
18.	What was the seating capacity of the Colosseum?	50,000
19.	From what group did the Romans get the idea of gladiatorial fights?	Etruscans
20.	What was the original function of the gladiatorial fights?	funeral games
21.	Who was the Emperor when the Colosseum was dedicated?	Titus
22.	How did the Colosseum get its name?	from the colossus, or huge statue, of Nero nearby
23.	What is the origin of the word arena?	harena, sand
24.	What public official was responsible for the public games during the Republic?	aedile
25.	Who decided whether a gladiator should be killed or spared?	editor
26.	What Thracian gladiator led a slave rebellion?	Spartacus
27.	Who were lanistae?	gladiator trainers
28.	For whose funeral were gladiatorial games introduced into Rome?	Marcus Brutus (264 B.C.)
29.	Why is it inaccurate to say that Nero persecuted Christians in the Colosseum?	It was built after Nero's time.
30.	What was distinctive about the helmet of a Mymillo?	It had a fish emblem on it.
31.	With what did a Retiarius fight?	a net and a three-pronged spear
32.	By what name was the Colosseum known in ancient times?	Flavian Amphitheatre

33.	What is the origin of gladiator?	gladius, sword
34.	In what year was the Colosseum completed?	A.D. 80
35.	With what phrase did the gladiators salute the magistrate giving the game?	Nos morituri te salutamus
36.	What were venationes?	animal hunts
37.	What were naumachiae?	mock naval battles in the arena, flooded for the occasion
38.	What type of entertainment was called munera rather than ludi?	gladiatorial combats
39.	What famous phrase of Juvenal criticized his contemporaries' interest in food and amusements?	panem et circenses
40.	What did a Roman do at the vomitoria	enter and exit
41.	What were promoters promising with awnings advertisement "Vela erunt"?	for protection from sun
42.	For what had the site of the Colosseum been used before the construction of the amphitheatre?	a lake in the gardens of Nero's house
43.	What spectacle can still be seen in ancient Roman amphitheatres that pits man against beast?	bullfights, in Provence, France
44.	What is the earliest known Roman amphitheatre?	the one at Pompeii
45.	Who were the two most famous Roman writers of comedies?	Plautus and Terence
46.	Who built the first permanent theatre in Rome?	Pompey
47.	What tutor of Nero wrote tragedies?	Seneca
48.	Where did senators sit during plays?	in the orchestra
49.	About what time did play performances begin?	3 p.m.
50.	In which munera gladiatorum might it be safe for you to participate?	prolusio

Ideas for Activities

Students watch the chariot race from Ben Hur or the gladiatorial scenes from Spartacus.

Students research ancient Greek drama and compare and contrast it with Roman drama.

Student research the different types of gladiators such as Myrmillo, Thrax, Retiarius, Essedarius and Samnite and make models or posters to illustrate their weapons.

Teachers introduce authentic Latin relating to entertainment, such as from the graffiti of Pompeii. (Speculum Romanum from the American Classical League Materials Center has some mini-lessons.)

Students select a character from a play or from mythology and create a mask, using papier mâche. Students briely explain the character to the class.

Selected Resources

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Cowell, F. R. Life in Ancient Rome. New York: Perigee Books, 1980.

Davis, W. S. A Day in Old Rome: A Picture of Roman Life. Atlanta: Allyn and Bacon, 1925.

Harrington, K. P. and K. Scott. Selections from Latin Prose and Poetry. Cambridge: Harvard University Press, 1933.

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Jenney, C. et al. Jenney's First Year Latin. Newton, Massachusetts: Allyn and Bacon, 1987.

Johnston, H. W. The Private Lives of the Romans. Chicago: Scott, Foresman and Company, 1903.

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Wheeler, M. Roman Art and Architecture. New York: Praeger Publishers, 1964.

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Roman Clothing

Bracae	Bracae were the traditional trousers that the Romans wore only occasionally.
Calcei	Calcei were the footgear worn by the Romans outdoors. Soleae were the footgear worn inside.
Paenula	The paenula was a cloak with an attached hood. This garment was worn when the weather was severe or wet.
Palla	The palla was the garment worn as a cloak in cooler weather.
Pileus	The pileus was a conical-shaped hat worn by the Romans as protection from the sun. A causia or a petasus was worn as a traveling hat.
Stola	The stola was the garment of Roman women. This dress was dyed in various colors, unlike the white of male garments. Worn indoors, it extended to the feet and was fastened at the waist with a girdle.
Toga	The toga was the long piece of cloth that was draped about the body with great care, extending to the feet. It was worn in public over the tunica. Most togas were of white wool. Togas of senators and knights had a purple stripe. The toga was the symbol of Roman citizenship.
Toga candida	The toga candida was the toga worn by a man seeking public office.
Toga praetexta	The toga praetexta was a toga with a purple border, worn by a boy of aristocratic family until the age of 16. The adolescent then wore the toga virilis.
Tunica	The tunica was the garment worn by men in the house or while working outside the home. It was a short-sleeved woolen shirt reaching to the knees.

Ideas for Activities

Making Roman garments

Teachers work with the Home Economics Department of their schools to conduct a seminar on Roman dress. Seminar leaders can give concrete ideas on how to make Roman clothing and plan to give a classical fashion show for a possible PTA program.

Marcus and Julia in Rome

Teachers have younger students make individual male and female Roman dolls. Proper Roman clothing can then be cut out of appropriate material or paper. A set of clothing appropriate for each doll can be created for the different Roman celebrations. Children, priests, senators and magistrates can also be created with appropriate clothing.

Selected Resources

Johnston, M. Roman Life. Atlanta: Scott, Foresman and Company, 1957.

Hammond, N. G. L. and Scullard, H. H., eds. Oxford Classical Dictionary. Oxford: Clarendon Press, 1970.

Ancient Passages

1. et tunicae manicas habent
   -- Vergil, Aeneid, 9.616

2. hic eques, hic juventum coetu stola mixta laborat
   -- Statius, Silvae, 5.1,2

3. cedant arma togae
   -- Cicero, De Officiis, 1,22,77

4. eheu quam fatuae sunt tibi Roma togae
   --Martial, Epigrams, 10,18,4

5. fovebit Romanos, rerum dominos, gentemque togatas
   --Vergil, Aeneid, 1.282

6. pro longae tegmine pallae Tigridis exuviae per dorsum a vertice pendunt
   --Vergil, Aeneid, 11.576

7. pallamque induta rigentem insuper aurato circumvelatur amictu
   --Ovid, Metamorphoses, 14.262

8. itaque, postquam legatos vidit, uxori clamavit, togam postulavit
   --Civis Romanus, Cincinnatus Reading

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The Roman Family

Familia	included all the persons under the authority of the head of the household. The term was also used often to describe all clients, slaves and real estate and personal property belonging to the pater familias.
Pater familias	referred to the head of a Roman household.
Sui Iuris	referred to the independent status of the head of the household, while
Alieno Iuri Subiecti	described the dependent condition of the whole household in relation to its head.
Patria Potestas	described the power of authority that the pater familias exerted over a familia. He had absolute authority over his children and all descendants in the male line. This power allowed the pater familias to decide on the acceptability of a child. He decided on all the forms of punishment and penalties, including the possible punishment of death for the family members.
Manus	was the authority a man exercised over his wife. Upon marriage, a woman passed completely into the direct authority of her husband as pater familias of the new familia.
Bullae	were the ceremonial gold necklaces that the father placed around the neck of any child that he deemed worthy of rearing. A girl wore her bulla until she married. A boy's bulla was carefully saved, so that if he ever were to become a victorious general and celebrate a triumph, he would have his bulla to wear to ward off any jealousy or envy.

Mater familias — was the mother of a Roman home. She supervised the business of the house and managed the early education of the children. She also served as a helper and partner to her husband.

Vocabulary

Latin word	English translation	Derivative
mater	mother	maternal, maternity, matrimony, matron, matriarch, matricide
pater	father	paternity, paternal patricide, patrimony patriarch, patron patrician
soror	sister	sorority, sororicide
frater	brother	fraternize, fraternal fraternity, fratricide
filius	son	filial, affiliation
filia	daughter	--
avia	grandmother	--
avus	grandfather	atavism, atavistic
proavia	great-grandmother	--
proavus	great-grandfather	--
avunculus	maternal uncle	avuncular
matertera	maternal aunt	--
sobrinus	maternal male cousin	--
sobrina	maternal female cousin	--
patruus	paternal uncle	--
amita	paternal aunt	--
patruelis	paternal cousin (male or female)	--
suus, sua, suum	his/her/its	--
meus, mea, meum	my	me
me	me	me

Ideas for Activities

Family trees

To encourage the study of a family tree, teachers type the terms for the family relatives in Latin and distribute them to the students. The concept of agreement of adjectives should be taught prior to the assignment (e.g., mea mater and meus pater). Students can be asked to produce a family tree in Latin, illustrating their family for at least three generations.

What's in your family?

Students make an inventory of what a typical American father owns as the head of a household. Students are asked to consider only what their fathers have legal claim to as far as people and property are concerned. Then, students make a similar list with reference to the authority of a Roman pater familias. The teacher then leads discussions and takes questions. Stress the term independence as a good starting point for initial discussion.

Make your own bulla

Students make their own bulla to reflect the idea of belonging. Teachers stress the importance of having a bulla and the circumstances under which one would stop wearing one. Teachers or students may obtain gold tooling foil from

an arts and crafts store. This material is soft enough for students to make an impression in the foil with a ball point pen to write their names and create an illustration.

Selected Resources

Johnston, M. Roman Life. Atlanta: Scott, Foresman and Company, 1957.

Hammond, N. G. L. and Scullard, H. H. eds. Oxford Classical Dictionary. Oxford: Clarendon Press, 1970.

Plautus, Miles Gloriosus

Cicero, Oratio Pro Caecina

Ancient Passages

1. nescio quid male factum a nostra hic familia est ... ita senex talos elidi jussit conservis meis.
   --Plautus, Mil., 2.2.11,17

2. neque enim dubium est, quin, si ad rem judicandum verbo ducimur, non re, familiam intelligamus, quae constet ex servis pluribus, quin unus homo familia non sit, verbum certe hoc non modo postulat, sed etiam cogit
   --Cicero, Caecin., 19, 55

3. Paterfamilias appellatur, qui in domo dominium habet; ecteque hoc nomine appellatur, quamvis filium non habet; non enim solam personam ejus, sed et jus demonstramus. Denique et pupillum patremfamilias appellamus.
   --Dig., 50,16,195

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The Roman Forum

The Roman Forum was basically a rectangular area in a valley between the Palatine, Capitoline and Esquiline hills. It began as a marketplace for farmers and merchants but developed into the civic, political and religious center of Rome. As early as the Tarquins, this marshy area was drained by the Cloaca Maxima. Building was begun during the monarchy and continued until the early seventh century, A.D. However, during the Empire, the Republican Forum was no longer large enough for the city's population. Beginning with the forum of Julius Caesar, separate fora were built by Augustus, Nerva, Trajan and Vespasian to accommodate the needs of the citizens. The importance of the forum gradually diminished, and factors such as Christianity, barbarian invasions and even an earthquake contributed to its decline into a cow pasture and a quarry for marble.

Monuments in the Forum

Lapis Niger	a black marble stele; oldest monument in the Forum according to legend, the tomb of Romulus
Regia	the traditional residence of Numa, the second king and founder of the cult of Vesta; later office of Pontifex Maximus
Temple of Vesta	circular building with 20 Corinthian columns, housing the sacred fire of Rome
Atrium of Vesta	residence of the six Vestal Virgins, priestesses of Vesta.

Curia	the senate house, first built by Tullus Hostilius, burned down in 52 B.C. during the funeral of Clodius. The new Curia was built by Julius Caesar.
Temple of Castor and Pollux (pr Dooscuri)	built in 484 B.C by dictator Aulus Postumius in honor of Castor and Pollux, who appeared at the Roman victory over the Latins at Lake Regillus (496 B.C.)
Basilica	used for public meetings and court hearings
Basilia Porcia	first basilica in the Forum, built by the censor Cato (185 B.C.), destroyed in 52 B.C.
Basilica Aemilia	built in 179 B.C.
Basilica Sempronia	replaced by Basilica Julia
Basilica of Constantine	built in the 4th century A.D. It inspired Michelangelo.
Comitium	the site of political assemblies
Rostra	speaker's platform; originally decorated with the iron prows (rostra) from ships captured at the Battle of Antium (338 B.C.)
Temple of Saturn	one of the oldest temples in the Forum. Dedicated to the legendary god-king of Italy during the Golden Age, it served as the state treasury.
Temple of Janus	dedicated to the two-faced Roman god. Its doors closed during times of peace.
Arch of Septimius Severus	triumphal arch dedicated to Septimius Severus and his sons Caracalla and Geta for their victory over the Parthians
Arch of Titus	triumphal arch commemorating Titus's conquest of Jerusalem
Column of Phocas	last monument built in the Forum (A.D. 608); a 44-foot fluted Corinthian column placed on a base

Ideas for Activities

Students select a monument from the Forum and do research on the monument for a brief written report, a poster or a diagram of its original or present appearance. Brief oral presentations can be made to the class.

Students do research on the Imperial Fora to learn about the emperors responsible for them and the major buildings in these fora.

Students research the Roman basilica, its floor plan, its function and its influence on the Christian basilica.

Students write a short play of a Roman's daily activities that would take place in the Forum. The play should demonstrate a basic knowledge of the buildings in the Forum and their function. The project can be done in small groups, culminating in a presentation to the class.

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Roman History

Chronology of important historical Roman events, up to the time of the Empire

B.C.	
753	Legendary founding of Rome by Romulus
ca. 616-509	Rome ruled by Etruscan kings
509	Republic established after the expulsion of Tarquin
	Temple of Jupiter Capitolinus is dedicated
498	Temple of Saturn is built
494	Office of Tribune is created
493	Rome joins the Latin League
449	Publication of Twelve Tables is begun
390	The Gauls sack Rome and then withdraw
340-338	Rome dissolves the Latin League
312	The Via Appia is built
312	Rome's first aqueduct is built
287	The Hortensian Law gives power to the Plebeians
268	First Roman silver coins are struck
264-241	First Punic War with Carthage
218-210	Second Punic War
197	Rome defeats Philip V of Macedon at Cynocephalae
190	Rome crushes Antiochus the Great of Syria at Magnesia
149-146	Rome triumphs in the Third Punic War
133-122	Land reforms of the Gracchi

112-106	War with Jugurtha of North Africa
81	Sulla becomes dictator
81	Cicero delivers his first oration
73-71	Spartacus' revolt against Rome
63	Cicero becomes Consul
60	First Triumvirate is formed
58-51	Julius Caesar's campaigns in Gaul
55	Pompey's Theatre, the first stone theatre, is built
49-48	Civil war between Caesar and Pompey
48	Caesar meets Cleopatra
48	Library at Alexandria is destroyed by fire
46	Caesar is appointed dictator for 10 years
44	Caesar is assassinated
43	Octavian, Caesar's heir, is elected Consul
	Second Triumvirate is formed
42	Second Triumvirate defeats Caesar's assassins at Philippi
41	Antony meets Cleopatra
31	Antony and Cleopatra defeated at Actium
27	Octavian ascends the throne, taking the name Augustus

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Roman Housing

The insula was a block of apartments, usually three or four stories high. The ground floor was either rented to one tenant or divided into shops, or tabernae. The individual apartments, cenacula, in an insula often lacked sufficient lighting, heating and sanitation. Construction of these buildings was so poor that collapse and fire were frequent threats to the tenants.

The villa originally was a country house that included a farm. Later, there were villae that had no farm but were merely luxurious country homes for the wealthy.

The domus was a house in town, most frequently one story high. Shops flanked the fauces (entrance way) that led into the atrium (reception room). The most noticeable feature of the atrium was the impluvium (pool) in the center. Through the atrium were the tablinum (study) and, further back, the peristyle that surrounded a garden. Rooms that clustered around the atrium included cubicula (bedrooms) and alae. In the rear part of the house around the peristyle were the triclinia (dining rooms) and the culina (kitchen).

Ideas for Activities

The teacher explains about the domus -- how it differed from the insula and villa rustica, what its principal rooms were, what their function was, etc. A transparency or a sketch of a floor plan is helpful for the explanation.

Students label a floor plan, which may or may not have a list of rooms printed on it.

Students do research on the Roman mosaics used to decorate houses and on mosaic techniques. Using tesserae made of bits of colored paper, students may create their own mosaic of a mythological scene or a copy of a Roman mosaic.

Teachers should specify maximum and minimum sizes and set due dates for the preliminary sketch and the completed project.

Students, with the teacher's help, develop a list of derivatives from the vocabulary associated with the domus.

Latin Word	English Translation	Derivative
domus	house	domicile
ianua	door	janitor
fauces	vestibule	faucal
atrium	reception area	atrium
cubiculum	bedroom	cubicle
culina	kitchen	culinary
hortus	garden	horticulture

Students draw the floor plan of their home or apartment and label the rooms with Latin names.

Students research the excavations of Pompeii or Herculaneum and draw a floor plan of a specific house.

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Roman Religion

14 Olympians

Jupiter (Zeus)	was the ruler of the gods. He was considered the father of the gods and was married to Juno. The heaven was his realm. The oak tree was his symbol. He was worshiped especially on the days of the full moon.
Juno (Hera)	was the wife of Jupiter. She was the chief of the Roman goddesses and guardian of women. The month of June is named for her. The Kalends were sacred to her. The lamb and the peacock were associated with her worship.
Mercury (Hermes)	was the messenger of the gods. He was also the god of traders, travelers and thieves. May 1 was his traditional celebration.
Mars (Ares)	was the son of Jupiter and Juno. He was the god of war, and the month of March is named in his honor. Wolves and woodpeckers were sacred to him.
Neptune (Poseidon)	was in control of the seas. He was the son of Cronus and Rhea. He was given the epithet "Earth Shaker." The Isthmian Games were held in his honor. The horse, the dolphin and the pine tree were sacred to him.
Apollo	was the sun god, the son of Jupiter and Leto. He was also the god of manly youth and beauty. Delphi is his famous ancient shrine. He was worshiped on the seventh and 20th days of the month.
Vulcan (Hephaestus)	was the god of fire and the blacksmith of the Olympians. Because of his lameness, he was thrown out of heaven. August 23 was his major celebration.

Bacchus (Dionysus)	was the son of Jupiter and Semele. He was the teacher of the vine. The panther, tiger, snake, goat and dolphin were sacred to him.
Venus (Aphrodite)	was the goddess of love and beauty. Accounts of her birth vary greatly. Her husband was Vulcan. Her famous son was the impish Cupid. Her celebration day was August 10. The rose, myrtle, dove and cypress were sacred to her.
Minerva (Athena)	was the child born of the headache of her father, Jupiter. She was the goddess of learning and arts and crafts. Her favorite city was Athens. Her special day was March 19. The owl, snake and olive were sacred to her.
Diana (Artemis)	was the twin sister of Apollo. She was the deity of the moon and the hunt. Springtime was sacred to her. The dog, deer, goat and lion were her favorites.
Ceres (Demeter)	was the daughter of Cronus and Rhea. She was the goddess of vegetation and crops. Her annual celebration was April 12-19.
Vesta (Hestia)	was a sister of Jupiter and the goddess of the hearth and the flame. Her shrine was attended by a group of attendants named the Vestal Virgins. The flame was extinguished and relighted on the New Year, March 1.
Pluto (Hades)	was the ruler of the Underworld. He was stern and pitiless. He is pictured as attended by Cerberus, the three-headed dog. The cypress tree and the narcissus were sacred to him.

Other Information About Roman Religion

Cumae	was the place associated with the Sibyl, a woman reputed to possess powers of prophecy and divination.

Augurs	were a group of official diviners charged with interpreting omens for guidance in public affairs. They numbered three originally, but were increased to 16.
Vestal Virgins	were the official attendants of Vesta. There were initially two, then four, and finally, in historical times, six. They served 30 years: 10 in training, 10 in service, and ten in preparing new vestals.
Numen	was the actual representation of the divine, a spirit presiding locally or inhabiting a certain object.
Lares	were the ghosts of the dead.
Penates	were worshipped in close association with Vesta and the Lares. The Penates were the chief private cult of every household.
Pontifex Maximus	was the chief of the Roman priests. His official residence was in the Regia.

Ideas for Activities

Mythology Booklets

Teachers or students may prepare booklets for use in studying the Roman pantheon. A specific god or goddess is represented on each page. A short summary of the importance of this deity in Roman life, along with the symbols or stories pertinent to the deity, could be added. Questions about the deity may be listed as a review by students.

Genealogies

Students may be asked to make a family tree for the Olympians or for a specific royal family. Short resumes from student research may be added.

Ask the Gods

Questions about contemporary issues and problems may be posed for the gods to answer. Students may assume the personality and characteristics of a specific god and answer as the god might.

Selected Resources

American Classical League, Teaching Materials and Resource Center, Miami University, Oxford, Ohio 45056

Bulfinch, T. The Age of Fables. New York: Mentor Books, 1953.

Rose, H. J. Religion in Greece and Rome. New York: Harper and Row, 1959.

Warmington. Remains of Old Latin. New York: G. P. Putnam's Sons, 1930.

Cicero, De Deorum Natura.

Ovid, Fasti.

Tacitus, Annales.

Vergil, Aeneid.

Ancient Passages

1. Quam volumus licet ipsi nos amemus, tamen nec numero Hispanos, nec robore Gallos, nec calliditate Poenos, nec artibus Graecos, nec denique hoc ipso huius gentis et terrae domestico nativoque sensu Italos ipsos et Latinos, sed pietate ac religione atque hac una sapeintia, quod deorum numine omnia regi gubernarique perspeximus, omnis genies nationesque superavimus.
   --Cicero, De Ilar. Resp., 19

2. Exigi monumtum aere perennius...
   Non omnis moriar, multaque pars mei
   Vitiabit Libitinam: usque ego postera
   Crescam laude recens, dum Capitolium
   Scandet cum tacita virgine pontifex.
   --Horace, Carm., III, XXX, 1. 6-9

3. Talibus ex adyto dictis Cumaea Sibylla
   horrendas canit abmages antroque remugit,
   obscuris vera involvens: ea frena furenti
   concutit et stimulos sub pectore vertit Apollo.
   Ut primum cessit furor et rabida ora quierunt,
   incipit Aeseas heros.
   --Vergil, Aen., VI. 98-102

4. Virgo Vestae quid aetatis et ex quali familia et quo ritu quibusque caerimoniis et religionibus ac quo nomine a pontefice maximo capiatur, et quo statim iure esse incipiat simul atque capta est; quodque, ut Labeo dicit, nec intestato cuiquam nec eius intestatae quisquam iure heres est.
   --Aulus Gellius, I, XII

Richard J. Beaton
Griffin High School

RESOURCE GUIDE - LATIN I

SELECTED BIBLIOGRAPHY

The following bibliography was taken from the ACTFL Selected Listing of Instructional Materials for Elementary and Secondary School Programs, developed by the American Council on the Teaching of Foreign Languages under a grant from the U.S. Department of Education. The descriptions of certain materials represent the opinions of the volunteers selected by ACTFL to review the materials.

AUDIO CASSETTES

DRAMATIC PRESENTATIONS
American Classical League

Presentations of the events of Roman history, plus one fantasy combining and contrasting the Roman world and life in 20th century America. All Romans speak in Latin. Speakers of other languages speak in English. Each tape contains a teacher's guide.

LATIN GRAMMAR MADE EASY
Wible Language Institute
Teacher's Guide

These two tapes give practice with the endings of the five declensions of nouns and their use in simple sentences.

PRONUNCIATION OF CLASSICAL LATIN: A Practical Guide
Stephen G. Daitz
Jeffrey Norton Publisher, 1984

Excellent for fostering pronunciation skills, these materials offer cogent explanations of why it is important to pronounce Latin accurately. The script is accurate and of high quality.

THE PRONUNCIATION OF THE CLASSICAL LATIN LANGUAGE
Wible Language Institute

These two cassettes stress the pronunciation of vowels, consonants and key Latin words. A simple short story in Latin is read three times, the second time for student repetition and the third for dictation. For beginning students.

COMPUTER SOFTWARE

BASIC LATIN VERB FORMS
Daniel V. McCaffrey
American Classical League, 1985

Simple, menu-driven drills testing five verbs in all six tenses, active and passive forms, of the indicative mood. Ideal for practice in basic verb forms. Keeps score and provides paradigms, synopses, comparisons of active and passive forms, correct answers and step-by-step guidance.

CUSTOMIZED LATIN MASTER MIND FOR BEGINNING LATIN STUDENTS
Merit Audio Visual

Combination vocabulary builder and reading-in-context game. Easy to customize. Includes questions on culture, sports, food, dining, travel and sightseeing. For beginning students.

CUSTOMIZED LATIN WORD/VERB GAMES FOR BEGINNING LATIN STUDENTS
Merit Audio Visual

Designed to improve vocabulary and conjugation skills. Includes practice lists divided into adjectives and adverbs, objects at home and school, sports, art and music. For beginning students.

INTRODUCTION TO LATIN VOCABULARY I AND II
W. Frank McArthur and Robert A. Quinn
Gessler Publishing Company, 1985

Disk 1 drills vocabulary, cognates and Roman numerals. Disk 2 teaches familiar phrases, endings, medical and mathematical Latin, and Roman home and life.

LATIN CERTAMEN PRACTICE
Tessera Inc., 1984
Nine disks in series

Certamen or "Quiz Bowl" questions are given in areas of grammar, history, derivatives, culture and mythology. There are two levels of difficulty. Students may select from five time limits and two levels of difficulty. Students get one chance to answer, and a wrong answer produces an "incorrect" message and the correct answer. Incorrectly answered questions may be printed out for future study.

LATIN FLASH DRILL
Robert Latousek
Centaur Systems

A drill-and-practice program for the many paradigm charts of Latin forms and endings, including nouns, pronouns, adjectives and verbs. All drills offer command options for the user who needs help or hints. Drills are not correlated with any textbook. Vocabulary is presented in LATIN VOCABULARY DRILL (next entry).

LATIN VOCABULARY DRILL
Robert Latousek
Centaur Systems

A drill-and-practice program designed to teach vocabulary. Includes bilingual drills with optional scoring; hints are given as English derivatives. Teacher's edition allows for customization. Contains over 1,000 basic words. There is a general version as well as textbook-specific versions for Ecce Romani, Latin for Americans, Latin for Reading and First Year Latin.

DICTIONARY/WORD LIST

ORBIS PICTUS LATINUS: Illustrated Latin Dictionary
Hermann Koller
Longman Inc., 1983. 3rd edition. 515 pages.

An unusual Latin dictionary with pictures based on ancient and medieval sources to illustrate the definitions of Latin words. It includes important words in the daily life and culture of the Romans, and the definitions are in simple Latin. An attractive and fascinating resource for the Latin classroom.

FILMSTRIPS/SLIDES

ANCIENT ROME, ROMAN FORUM AND POMPEII
William Seaman
American Classical League
25 slides with mimeographed commentary.

Excellent slides with informative commentaries, useful in presentation and discussion of the architecture and monuments of Rome and Pompeii in Latin classes.

ANCIENT ROME: The Age and Its Art
Martin Engel; Judith Bantz (producer)
Educational Audio Visual Inc., 1971
Three filmstrips, 20 minutes each; audio cassettes

The quality of the illustrations is very good, and the filmstrips present, in very short time, a good discussion of Roman art and architecture, with some contrasts with Greek art. Suitable for cultural and historical background for Latin classes.

COLOR SLIDE SET - ROMAN, GENERAL
The American Numismatic Society

Thirty-six slides plus booklet with illustrations of the slides and brief description, setting each coin in context. An excellent survey of Roman coinage, with Latin easily readable on many coins, making the set an excellent resource for teaching language as well as civilization. The slides are of excellent quality, and the accompanying booklet is well-written with useful information for the numismatic novice. Suitable for use with students from elementary to high school.

GREEK AND ROMAN SPORTS - Parts 1 and 2
Educational Audio Visual Inc., 1973

Two filmstrips, two audio cassettes, teacher's notes, printed text and discussion questions. Excellent filmstrips for providing cultural background in the Latin or Greek class. They invite provocative comparisons and discussions of ancient versus modern sports and societies. For high school students.

MYTHOLOGY OF GREECE AND ROME
Stories of Ceres and Proserpina, Apollo and Daphne, Pegasus and Bellerophon
Phoenix Film Inc.

This 20-minute film presents a general survey of myth and is useful as an introduction to mythology in Latin or Greek classes.

PANDORA'S BOX
Kent State University, 1975

This is a good point of departure for discussion of mythology in the Latin or Greek classroom. There is some simplification, but the visuals are pleasing. Suitable for middle-school classes.

RELIGION IN ROMAN LIFE
Educational Audio Visual Inc., 1975

This 18-minute film provides excellent cultural background for the Latin class, with good historical perspective and information on foreign cults, vestal virgins and types of priests. Includes audio cassette and teacher's notes with discussion questions.

SLAVES IN ANCIENT ROME
Educational Audio Visual, Inc., 1974

A 20-minute film with thorough coverage of the subject. Contains intriguing information; well-illustrated using images from ancient sources. The presentation is clear, but the voice of the speaker is monotonous. Includes audio cassette and teacher's notes containing script of audio cassette and bibliography.

THE ROMAN EMPIRE
Wilhelmina Jashaemski, consultant
Coronet/MTI Films and Video, 1968

A good survey of the Roman Empire, daily life (focusing primarily on Pompeii), and the Empire in the West and the East. The pictures are excellent, and the script is interesting. Excellent for junior and senior high school. Includes cassettes, booklet with objectives, summary and further study activities.

THE WORLD OF GREECE AND ROME
Gareth L. Schmeling
Virginia State Department of Education
14 filmstrips, script, glossary

Good resources for the Latin or Greek class. Presents a variety of pictures of the ancient monuments, and the accompanying script provides good descriptions and historical background.

WOMEN IN ANCIENT GREECE AND ROME
Marjorie Wall Bingham and Susan Hill Gross
Glenhurst Publications, 1983. 125 pages.
Cassette, background book, filmstrip guide, teacher's guide, unit text

The background book provides an excellent overview of the subject; the teacher's guide spells out objectives and tentative answers to questions posed in the background book, and the cassette and filmstrip provide dramatic visual reinforcement. There is much here from which teachers of Greek and Latin language can pick and choose in designing units of study. This is a unique resource of highly professional quality.

GAMES/SIMULATIONS

THE ROMANS POP-UP: A Pop-Up Book to Make Yourself
Andy Hall and Maggie Hall
Tarquin Publications, 1983. 2nd edition. 32 pages.

This book provides material for constructing six pop-up scenes illustrating the city of Rome, the Forum, the Roman house and family, the Roman legion, entertainment, trade and religion. It is a useful resource for teaching culture in elementary school Latin classes.

GRAMMAR

ENGLISH GRAMMAR FOR STUDENTS OF LATIN
Norma Goldman and Ladislas Szymanski
The Olivia and Hill Press Inc., 1983. 202 pages.

This is a handbook written in simple English to help elementary Latin students understand basic grammatical concepts. Excellent for purposes of remediation and as a supplemental grammar source. Should be made available to every Latin student.

MAGAZINE/PERIODICAL/POSTER

CLASSICAL CALLIOPE: The Muses' Magazine for Young Learners
Rosalie F. Baker and Charles F. Baker, editors
Cobblestone Publishing Company

Contains interesting stories, many of which involve mythology. Each magazine has a different cultural theme. Suitable for lower-level students but too easy for upper levels.

OMNIBUS
Joint Association of Classical Teachers (J.A.C.T.), publisher

A good magazine to give to students who are working on specific projects or want more detailed information on a particular subject that is contained in the textbook.

POMPEIIANA NEWSLETTER
Pompeiiana Inc.
Perfect for a fun, interesting and motivating day in the classroom. A variety of topics are discussed, many of which are popular with students, such as pop music, television and movie personalities. Topics are a good source of class discussion.

ROME 750-100 BC
ROME 113 BC-AD 50
ROME AD 41-285
ROME AD 270-570
John Moore
Discourses Limited, 1969
Useful time-lines for the chronological development of Roman civilization.

READERS

38 LATIN STORIES
Anne H. Groton and James M. May
Bolchazy-Carducci Publishers, 1987. 106 pages.
A good variety of selections. Myth is emphasized in the first half, and culture and history in the second. The appropriateness of Cicero, even adapted, in the first year may be questioned. For first year Latin students.

LATIN POETRY FOR THE BEGINNING STUDENT
Richard A. LaFleur
Longman Inc., 1987. 93 pages.
Excellent early reader. Teacher's edition available. Nine selections from seven authors. Poems are glossed and include evaluative questions. Clear, explicit teacher's guide. For average and above students, grades nine through college.

LATIN READINGS and MORE LATIN READINGS
Gertrude Drake
Bolchazy-Carducci Publishers, 1984. 109 pages.
Selections of Latin with interlinear vocabulary under the more difficult words. Uses a plastic grid to conceal or reveal vocabulary. Designed to help students translate independently. The more interesting readings are found in the first book. The manuals provide complete translations and questions. Teacher's manuals available.

LIVELY LATIN
John K. Colby
Longman Inc., 1954
An excellent supplementary reader. Stories are short, varied, captivating and well-graded. Designed for first- and second- year students.

LIVY: Rome and Her Kings
W. D. Lowe and C. E. Freeman
Bolchazy-Carducci Publishers, 1984. 110 pages.
Contains cultural and grammatical notes. Summaries in English provide continuity between selections. A good graded reader for average students in grades nine through 12.

ON THE WAY TO THE FORUM: A Latin Reader for First Year Students of All Ages
Sylvia Clark Coolidge
NECN Publications, 1987. 186 pages.
Contains a wide variety of readings from many sources. Vocabulary is glossed and graded in difficulty. To accompany the entire first year of Latin.

ROMAN VOICES
Carol Clemeau Esler
NECN Publications, 1984. 145 pages.
This book provides selections of everyday Latin, such as inscriptions, graffiti etc., arranged by themes, with ample preparation given for reading nonliterary Latin. Translations, additional information and suggestions for projects are included in the teacher's guide. The themes adapt easily to those in the most recent Latin textbooks, and students enjoy reading ordinary people's Latin.

SCRUTANDA
M. G. Balme and M. C. Greenstock
Oxford University Press, 1973. 96 pages.
This supplementary reader contains a variety of passages adapted from Roman authors. Subjunctives are glossed. The questions on each passage encourage reading for comprehension rather than literal translation. Lacks illustrations. Intended for sight-reading in Latin I or II classes.

SHORT LATIN STORIES
Philip Dunlop
Cambridge University Press, 1987. 79 pages.

Fifty stories (about one page or less). Varied topics provide interesting insights into classical and Roman mores, interests, beliefs and daily life. Graded to accompany the Cambridge Latin Course; easily integrated into classroom use. Comprehension questions accompany many stories; cultural notes are short but sufficient.

SPECULUM ROMANUM
Gregory A. Staley, editor
American Classical League. 159 pages.

Ten mini-lessons containing extracts of real Latin on a variety of cultural topics; each lesson includes an introduction, the brief extracts of Latin with vocabulary, notes for the teacher, translations, discussion questions and suggestions for further activities. This is an excellent collection of authentic materials for cultural enrichment of first- and second- year Latin classes.

THE POT OF GOLD (Adapted from Plautus' Comedy for Use in First Year Latin)
Erika Rummel
NECN Publications, 1987

This is an enjoyable alternative to textbook readings. It is a simplified versions of Plautus' play, with some glosses. Stage directions enable students to enact this brief version and thereby develop speaking skills. Appropriate for first-year students, grades seven through 12.

TEACHER RESOURCES

AMO, AMAS, AMAT AND MORE
Eugene Ehrlich
Harper & Row, Publishers, 1987. 303 pages.

A very useful book for giving students insight into how Latin is still operative and functional in English and showing them how to use Latin expressions in English. It also stresses the tight correlation between language and culture.

CLASSICAL MYTHOLOGY
Mark Morford and Robert Lenardon
Longman Inc. 3rd edition.

A standard textbook on classical mythology, useful as background and for special projects in the teaching of Greek and Latin. Well-illustrated; good bibliography and indexes.

LATIN FOR BEGINNERS
Dorsey Price Salerno
American Classical League, 1985

A superb book for both inexperienced and experienced teachers. Material ranges from lesson plans to how to present Latin grammar and fresh approaches to Roman culture, civilization and history. Abundance of practical classroom suggestions. Especially recommended for middle and junior high school programs.

MYTHOLOGY AND YOU: Classical Mythology and Its Relevance to Today's World
Donna Rosenberg and Sorelle Baker
National Textbook Company, 1981. 295 pages.

Especially useful for giving insight into the why and wherefore of mythology and for applying the messages of mythology to one's own life. It will help the teacher of Greek and Latin draw the connections between ancient mythology and modern life. Teacher's guide available. A very good resource for special class projects.

MYTHOLOGY: GREEK AND ROMAN
Thomas Carpenter and Robert Gula
Longman Inc.

A well-researched and well-written text with an excellent listing of sources. Especially useful as a resource tool on mythological topics.
Well-illustrated; good use of primary sources.

MYTHS AND THEIR MEANING
Max Herzberg
Allyn and Bacon Inc., 1984. 357 pages.
Written in a lively and interesting manner, this book offers useful background for the study of Greek and Latin. The myths are retold, illustrated with photographs of works of art and accompanied by pedagogical activities. Word study sections are included. Special attention is given to Roman divinities. Some stereotyping is present.

ROME: Its People, Life and Customs
Ugo Enrico Paoli
Longman Inc., 1984. 336 pages.
Eminently useful as a resource book for teachers and as a reference book for students' projects, at all levels. It presents an in-depth study of a wide variety of aspects of Roman private and public life and culture. It has excellent maps and pictures and contains passages from various authors and further references to Latin literature. It is particularly useful for its inclusion of Latin terms in its discussions of Roman culture.

WHO'S WHO IN GREEK AND ROMAN MYTHOLOGY
David Kravitz
Clarkson Potter Inc.
This mythological dictionary is praised for its completeness, scope and comprehensive entries.

VICTIMS OF VESUVIUS
Elizabeth L. Heimbach
American Classical League, 1988. 91 pages.
Excellent cultural background on daily life in Pompeii; it is suitable for students' research and projects and can be used with any Latin textbook that stresses culture. The accompanying videocassette is of high quality and shows slides while providing a commentary that is carefully coordinated with the book.

WELCOME TO ANCIENT ROME
Anne Millard
National Textbook Company, 1981
An interesting little book with many small, captioned pictures (colored and black and white drawings) illustrating a wide range of Roman cultural topics as background to the study of Latin and the Romans. It motivates students to learn about culture.

WORD MASTERY FOR STUDENTS OF LATIN
Joseph M. Pax
Bolchazy-Carducci Publishers, 1965. 96 pages.
This workbook gives abundant practice with word-building in Latin, with English derivatives from the Latin words.

VIDEOCASSETTES

ANCIENT ROME
Erich Gruen and Nadine Harmon, consultants
Coronet/MTI Films and Video, 1977

Ancillary material includes film guide sheet listing objectives, summary and activities for before and after viewing. A good introduction to Roman civilization for use at the beginning of the year in a Latin class. It offers a good balance of material, plus dramatizations with voice-over narration. The interpretations offered are traditional and sound.

CLASH OF THE TITANS
Beverly Cross
MGM, publisher, 1981

A good movie to use at the end of a unit on heroes. An interesting and entertaining way to make students compare and contrast Greek mythology with Hollywood's conception of the subject.

FRA JACOBUS - A Beginning Latin Film
Phoenix Film Inc., 1988

Ancillary material includes teacher's guide with script, activity sheet and student worksheet. This entertaining and engaging 15-minute cartoon relates the simple story of Brother John and his alarm clock, spoken in Latin. Good color, story line and use of Latin only. However, the story does not reflect Roman culture and values and contains no recognition of how the Romans told time; Latin sentences are always in English word order, and no attempt is made to use the restored pronunciation of Latin. Designed for grades four through eight or first-year Latin for older students.

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